THE INTERNATIONAL RELATIONS CLUB
CSU 6092
PO Box 8793
Williamsburg, VA 23186
757/221-7561 · e-mail: wmmun@wm.edu

Dear Reader,

This comprehensive guide is a compilation of the expertise and experience of veteran students and teachers who have participated in Model United Nations (MUN) conferences on the high school and collegiate circuit around the world. Prepared by students of the College of William and Mary's International Relations Club, it includes a wealth of tips and suggestions to help you get the most out of your MUN experience whether you are a new novice delegate or an experienced sponsor.

As students and teachers, we can appreciate the reading, writing, researching, public speaking, debating, and other skills that MUN has helped us to develop. We encourage you to use MUN to provide yourself with a stimulating way to enhance all of those skills. Whether you are researching a topic or engaging in a moderated caucus, we hope that the guidance, suggestions, and examples included in this resource will be helpful in improving every stage of your MUN preparation and performance. As the Secretary-Generals of WMHSMUN XIX, WMIDMUN IV and the President of the International Relations Club, we are extremely proud to introduce this booklet to you and sincerely hope it enhances your appreciation of the benefits of MUN.

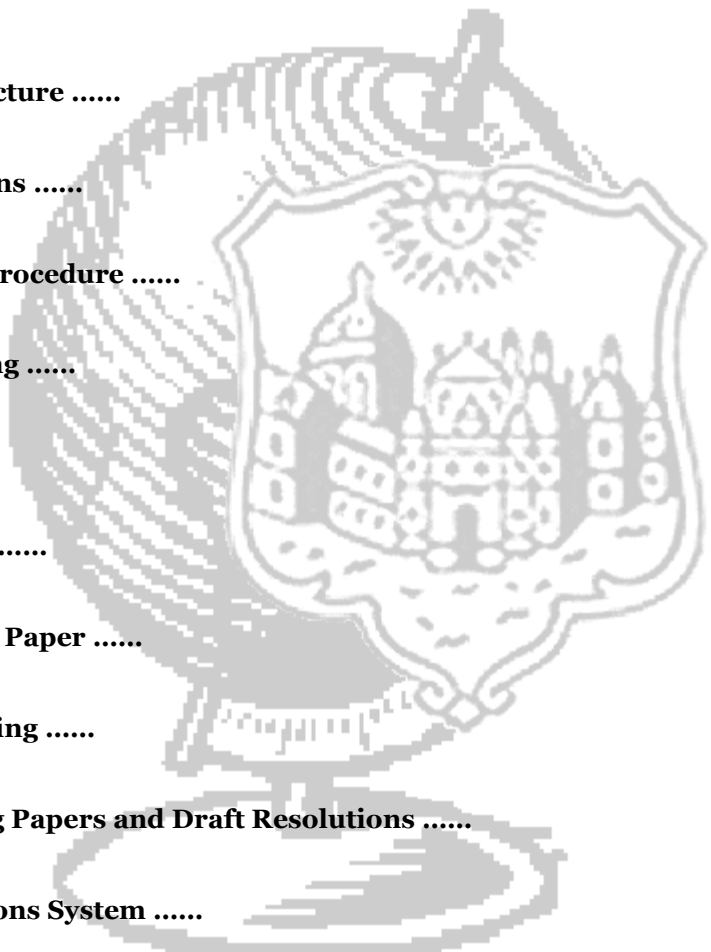Again, thank you for participating in our conferences.

Sincerely,

Katherine Spatz   Erin Kuykendall   Shamus Brennan

President   Secretary-General   Secretary-General

International Relations Club   WMHSMUN XIX   WMIDMUN IV

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The Basics

WHAT IS MODEL UNITED NATIONS?

In MUN, students act as though they are a country's delegates or representatives to the United Nations. Prior to the conference, each student is assigned a country and a committee. Each committee meets separately and debates several topics of a general subject matter. Each delegate tries to advance the objectives of his or her country in dealing with each topic. The entire committee works together to develop a resolution or multiple resolutions that aim to resolve the issues at hand.

HOW DID MUN BEGIN?

Simulating international organizations began even before the birth of the United Nations, when students held a series of Model League of Nations in the 1920s. MUN is a successor to a student-directed simulation of what preceded the U.N. itself, but it is not documented exactly how Model U.N. began.

WHAT IS A MODEL UNITED NATIONS DELEGATE?

A MUN delegate is a student who assumes the role of an ambassador to the United Nations. He or she does not have to have experience in international relations. Anyone can participate in Model U.N., so long as they have the ambition to learn something new, and to work with people to try and make a difference in the world. Model U.N. students tend to go on to become great leaders in politics, law, business, education and even medicine.

WHY SHOULD I PARTICIPATE IN MODEL UNITED NATIONS?

Model United Nations promotes student and teacher interest in international relations and related subjects, increases the capacity for students to engage in problem solving, teaches aspects of conflict resolution, research skills, and oral communication skills, and creates the opportunity to meet new people and make new friends.

Committee Structure

The general structure of committee staff ultimately depends on the specific rules of procedure for the conference or the size of the committee. In all committees however, delegates behave as real United Nations representatives do in committee sessions. They will use parliamentary procedure and written resolutions to solve real-life problems related to committees' pre-assigned topics. A typical session might begin with formal debate, in which countries speak to the entire committee according to an order assigned by the staff based on countries' input, and then move to caucusing, which allows countries to write and informally discuss resolutions. After several rounds of formal debate, caucusing, and resolution writing, countries will vote on resolutions.

THE ROLE OF A DELEGATE

Delegates, playing the role of international diplomats and politicians, solve real-life problems in simulations of UN and other committees. Delegates use formal rules and procedures to discuss real-life problems and current events. Prior to the start of a conference, each committee's staff members determine the topic that delegates will discuss and write a background guide that describes the topic and gives questions that delegates should use as a guide for research. Just as the real United Nations and other committees record their work and most often take action by issuing written instructions or recommendations, MUN committees frequently write resolutions or other documents that require or request action from other countries, organizations, and groups. Drafting and editing some form of written document takes the most time in a typical committee.

Delegates should work with other delegates representing governments with similar positions or interests. At times, delegates should cooperate because they support the same working paper or draft resolution despite other disagreements. At other times, delegates should work together because of traditional alliances or friendly relations. Working constructively means writing resolutions together, combining similar resolutions, and reaching a consensus without digressing from a country's real-life foreign policy. If delegates cannot agree, then they should find other working partners and propose alternatives before working against a working paper or draft resolution. Delegates should be wary of changing their position on a topic to the point of compromising their country's national security.

THE ROLE OF THE DAIS

Conference staff members run a committee. Staff members are typically college students, and in the case of WMHSMUN and WMIDMUN, volunteers. Depending on the size of the committee, anywhere from three or five students can be a part of the dais. For William and Mary conferences, the **director**

writes the background guide, guides debate and resolution writing, and chairs debate. Other members of the dais include the **chair**, who typically shares responsibility for leading the committee through debate. A **rapporteur** is there to assist the director and chair in receiving notes from the delegates and maintaining the speakers list. For WMHSMUN and WMIDMUN, there will be a **home government representative**, an individual who can help delegates research or reference issues in committee session.

While members of the dais are responsible for monitoring the flow of debate during committee sessions, their ultimate goal is to make committee sessions as informative and fun as possible. Well-prepared dais members who are very familiar with the intricacies of parliamentary procedure and the topics on the floor will help delegates get the most out of their MUN experience. Dais members link the delegates to the Secretariat, a small group of individuals ultimately responsible for planning the conference. After working for so long and hard, the conference staff members will be delighted to answer any questions you might have. If you are attending multiple conferences a year, it can be difficult to remember the individual rules of procedure unique to each. Conference handbooks are typically a good place to check for a complete outline of the rules of procedure for the conference.

COMMITTEE SESSIONS

The largest committees simulate the United Nations General Assembly plenary body, its six committees, and the deliberative bodies of other international organizations. Smaller committees include simulations of the United Nations Security Council, cabinets of current or historical governments, regional organizations, and even international courts. The small, specialized committees spend most of their time reacting to a simulation of an international crisis, not writing formal resolutions. Every conference decides what kind of simulations to offer delegates. Committees can be as small as ten to fifteen delegates in Specialized Agencies or as large as hundreds of delegates in General Assembly committees at the high school or collegiate level. WMIDMUN has kept its committees at no more than fifty or sixty delegates per committee to ensure a more personalized environment that will help the students become more acquainted with MUN.

Most committee sessions will follow the general outline below. Please note however, smaller committees, or simulations of bodies that would not use these formal procedures, use a more informal style similar to a business meeting. Crisis committees typically vote to go into informal session, which generally means that staff call on individual delegates to speak and expect other delegates to be attentive to debate but do not necessarily follow a speakers' list or vote on all matters.

♦ **Setting the agenda** – The committee must decide in what order it will address its topics. Delegates will speak on which topic to address first in the order of the speakers' list for setting the topic, which is the list of what delegations will speak in what order. The speakers' list, set by the dais based on delegates' who raise their placards and signify their desire to speak, normally determines speaking order during formal session. Delegates motion to open the speakers' list.

♦ **Caucusing** – Delegates can motion for a caucus, which means that the committee will vote to move from formal session into one of two styles of informal session.

- **Moderated caucus** – There is no speakers' list but there is still only one delegation recognized to speak by the chair at any given time. Speaking time is typically thirty to forty-five seconds, and delegates should concisely either introduce specific ideas for resolutions or discuss resolutions currently being written or revised.

- **Unmoderated caucus** – Delegates can move about the room to write or revise resolutions. Caucus sessions typically last five to fifteen minutes and should only be used for the committee's business. If delegates wish to continue to work together after the caucus has ended, they should leave the room so not to disturb other delegates.

♦ **Writing working papers** –The first steps in writing a working paper are listening to speeches in formal session and working cooperatively during caucusing time. Working papers are like rough drafts of resolutions – they have the same format as resolutions but need editing. They are called working papers because the dais has not approved them as formal committee documents.

♦ **Writing draft resolution** – For a working paper to become a draft resolution a certain number of countries (the exact number will be given before the committee begins its first formal session) to sign the working paper as signatories or sponsors (sponsors usually have put more effort into writing the resolution and support it more strongly than signatories do) and the dais must approve the working paper as a draft resolution.

♦ **Voting on draft resolutions** – Once all draft resolutions have been submitted and the proper motion is made (motions are more fully explained in the full list of parliamentary procedures), the committee will go into voting procedures and vote on the draft resolutions that the dais has accepted. Voting procedures means that delegates do not speak or otherwise communicate with each other, sponsors and any others who are not conference staff members or delegates are asked to leave the room, and no one enters or exits the room until voting concludes.

Crisis Situations

Crisis situations are a special feature of certain MUN conferences, including WMHSMUN and WMIDMUN. In crises, conference staff members simulate a hypothetical crisis based on real world political situations. Delegates are expected to react as their country would and, as a committee, respond appropriately. There can be historical, modern, or futuristic crisis scenarios, depending on the committee.

CRISIS SCENARIOS

In a **historical crisis**, delegates simulate international events of years past. The **modern crisis** consists of integrated crisis scenarios combining many potentially disastrous elements of the current international system. Delegates must quickly respond to situations in a way which will impact all other actors in the crisis, just as policymakers must do in the real world. Along the way numerous other situations, domestic and international, military and political, may arise that will compel the delegates' attention. All committees must work together to ensure the safety of the world and must be prepared for anything along the way. In **futuristic crisis** scenarios, the dais will thoroughly prepare a background guide for the delegates with detailed information regarding the international, national, economic, social, or cultural characteristics of the world. This could include new nations, major wars, treaties, or a variety of other changes to the current global setting. Delegates will use this information and their creativity to solve new problems.

PREPARATION

Delegates are not alerted to the crisis which has been carefully planned by the conference staff until they arrive in committee, and even then, it may take a few hours before something happens. Part of the challenge of crises scenarios – and the fun – therefore lies in their unpredictability. The staff has the flexibility to change the crisis trajectory at any moment, creating new challenges or problems for the delegates to address. To prepare for a crisis, delegates should research real-life international crises. These may be "hot-spots" that frequently have crisis-type situations or regions that are prominent in current events. While researching, delegates should concentrate on "big picture" aspects of a country's foreign policy, such as major policies, the countries allies, or specific areas of tension around the world.

RESPONDING TO THE CRISIS

In a crisis, time is of the utmost essence. Committees must pass resolutions or issue communiqués, documents which ask questions or convey information to the media, another country, another committee, or an individual, to stay up-to-date with the crisis. The speed with which the committee responds depends upon practical diplomatic solutions and discussions. Information will come from the crisis staff in many forms, including phone calls, newspaper articles, press releases, faxes, emails, satellites, etc. Delegates must be flexible and ready to react to different kinds of information and prioritize their reactions to each different element of the crisis. It is also important for delegates to attempt to know or predict the reactions of their fellow committee members based on their respective national policies or previous decisions in similar situations. In committee session, delegates should remember their allies but also consider unorthodox and creative solutions to the problems. If delegates ever have questions or require more information, the assisting crisis staff can help clarify any problems that arise. Questions should always be thoughtful and provide helpful information to the rest of the committee.

Parliamentary Procedure

Most committees will rely on some form of parliamentary procedure to organize the flow of debate. These rules can be difficult to memorize for novice delegates; with so many precise ways to articulate a delegate's position, remembering which motion to make can be confusing. The simplest way to improve a delegate's command of parliamentary procedure is through practice. The more it is used, the more comfortable a delegate will feel making motions before the body of the committee.

Conference handbooks typically include an overview of the form of parliamentary procedure used by the host school. Delegates should familiarize themselves with these various differences in order to maximize their performance in committee, as the dais members will immediately recognize those who are not following the rules. Most daises are more than willing to help guide delegates through debate and will prompt those less experienced to motion.

WMHSMUN and WMIDMUN have uniquely adopted the standard rules of parliamentary procedure to fit the needs of the high school and middle school delegates, respectively. Below you will find a quick guide to parliamentary procedure designed for a WMHSMUN conference.
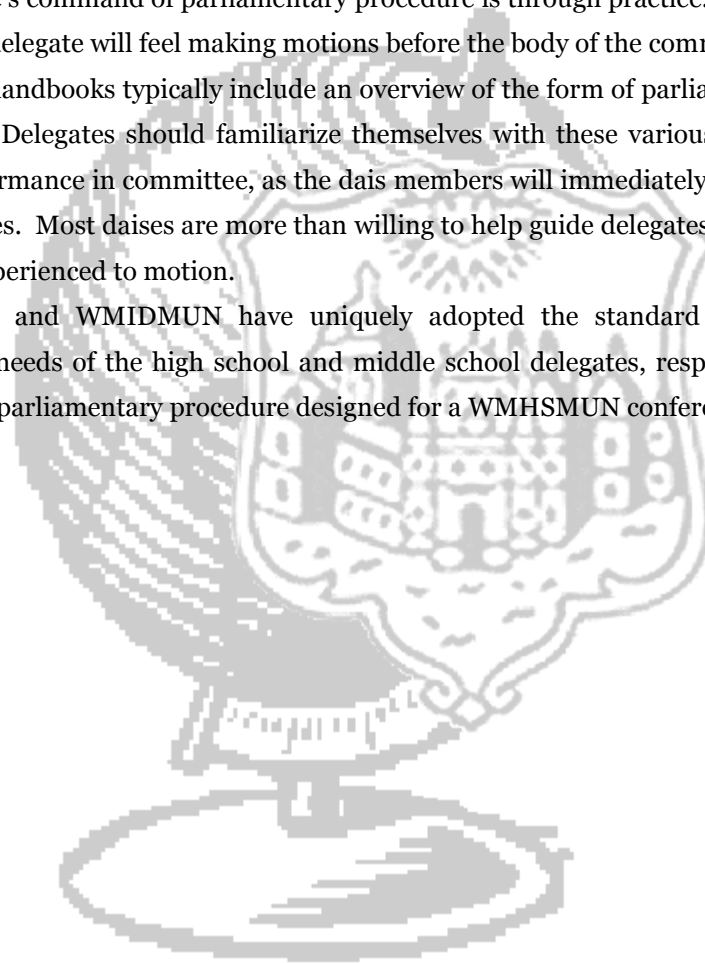
To do this:	You say this:	May you interrupt a speaker?	Must you be seconded?	Speakers for/ Speakers against	What vote is needed?
Adopt the agenda	"I move that we adopt _____as the first item on the agenda."	No	Yes	2/2	Majority
Open a speakers list	"I move that we open a speakers list."	No	Yes	0/0	No vote
Set speaker's time	"I move that we set the speaker's time at _____."	No	Yes	0/0	Majority
Set time limit or question limit for points of information	"I move that we set the time limit/question limit at _____."	No	Yes	2/2	Majority
Ask a question of the speaker	"Point of Information"	No	No	0/0	No vote
Object to a procedural error	"Point of order"	Depending on the situation	No	0/0	No vote
Ask a question on the committee's proceedings	"Point of parliamentary inquiry"	No	No	0/0	No vote
Complain about noise, room temperature, etc.	"Point of personal privilege"	Depending on the situation	No	0/0	No vote
Caucus	"I move for a _____ minute caucus to _____."	No	Yes	0/0	Majority
Close the speakers list	"I move that we close the speakers list."	No	Yes	2/2	Majority
Re-open the speakers list	"I move that we reopen the speakers list."	No	Yes	2/2	Majority
Table a topic to return to later	"I move that we table this topic."	No	Yes	2/2	Majority
Re-open a tabled topic	"I move that we re-open the tabled topic of _____."	No	Yes	2/2	Majority
Close debate	"I move that we close debate."	No	Yes	0/2	2/3
Vote on parts of a resolution separately	"I move that we divide the question."	No	Yes	2/2	Majority

Delegate Training

Like other sports or hobbies, developing the skills that will make you a successful delegate requires diligent practice and effective training. Delegates must rely on more than their knowledge of policy or international affairs – thorough research alone does not guarantee a productive delegate. The most industrious delegates in committee are the students who support their intelligence with practical speaking and listening habits. Some students will develop these skills more quickly than others, however, if you consider these four simple ideas before and during committee sessions, it will surely help you become an integral part of the committee and make your MUN experience more enjoyable.

BE COURTEOUS

Above all, every MUN delegate should be respectful, polite and exhibit pleasant behavior toward the dais and other delegations. Depending on the size of the committee, whether it's a large 200 member General Assembly committee or a smaller cabinet with 10 other delegates, students should always be mindful of the way they chose to present themselves to the rest of the group. Delegates should always give the speaker their undivided attention. Conversations should be taken outside committee so as not to distract others trying to listen. A delegate is more effective if he or she decide to make constructive comments in a few speeches rather than aggressively reprimanding the rest of the committee if he or she disagrees with the general consensus of the debate. It is the quality, not the quantity of speeches that is important. Delegates It is the quality of speeches that is important, not the quantity. Delegates should also remember it is never appropriate to openly criticize another delegate for his or her mistakes or incorrect policy, research, or information. The United Nations gathers people of all different backgrounds and interest together in an attempt to bridge differences and find solutions to global problems. If an MUN delegate ceases to be diplomatic and courteous to his or her fellow students, this negative behavior negates any point in simulating the actions of the United Nations.

BE A LEADER

There are generally two kinds of leaders in committee sessions. Some delegates are more comfortable speaking to the entire body, constantly addressing the other delegates from the front of the committee and easily moving among different circles during unmoderated caucuses. They are content to be the spokesperson for various working paper groups or for groups that share common ideologies. They can come from powerful countries such as the United Kingdom or smaller delegations such as Kazakhstan. These students frequently raise their placards to participate in debate and engage in parliamentary procedure. In the first few committee sessions, these delegates will be eager to move the committee forward by selecting a topic and then proposing specific actions to take towards working for

the solution. In the later committee sessions, these delegates will relay the progression of their potential solutions to the rest of the committee and seek ways to combine similar ideas.

The other leader is a quieter, behind-the-scenes collaborator. While equally well versed in their country's policy, they more comfortable working in small groups combining the ideas of others. They pay close attention to flow of debate in the committee session and are always aware of what names are on the speaker's list, which delegates have practical ideas or which delegates are off policy and wasting time. In the first few committee sessions, these delegates will use unmoderated caucuses to gather others together to suggest ideas or solutions, eager to get right down to business. In later committee sessions, these delegates have integral parts in the resolution writing process and are especially good at refining and editing resolutions.

The most effective delegates are those who can combine these two sets of characteristics. When a student is able to develop solid ideas in caucus sessions or private discussions in addition to convincingly advocate these perspectives before the committee, he or she will easily become respected leader among the rest of the delegates. Keep in mind however, this balance does not have to be equal. And as always, the more a delegate practices these skills, the more comfortable they will be in various committee sessions. Any form of expression, either one-on-one with another delegate or to the entire committee, of well-researched and practical ideas can elevate the level of debate.

BE A LISTENER

If half of a delegates' time in committee is spent talking to other delegations to build consensus and practice diplomacy, the other half, and arguably the most important half, is time spent listening. Honing active listening skills is an essential part of becoming a successful delegate. It is only by listening to the comments of the other committee members that you will follow the flow of debate and be able to contribute new solutions or ideas. Often times, students get so worried about delivering their speeches that they forget to consider what other speakers before them have conveyed. Prewritten speeches, while they can reassure a delegate, look forced and out of place because they usually do not tie in to the ideas or comments of previous speakers. If a delegate is recognized to address the committee and has been listening to the general flow of debate, their speech will easily elide with the suggestions or comments of other speaker and maintain the flow of debate rather than repeating ideas that have already been presented to the body.

BE SUCCINCT

Most of a delegate's chances to address the rest of the committee will come in short, thirty second comments and replies during moderated caucuses or from their place on the speakers list. While this may seem like an incredibly short time to convey a delegation's ideas, one or two succinct points chosen to deliver to the rest of the body is the most efficient way to move debate forward. Long winded speeches that cram a lot of facts together will not capture the attention of the rest of the body. During these

speeches, delegates are more likely to lose interest before the speaker gets to his or her main ideas, if there is even time to do so before the clock runs out. When delivering a speech to the rest of the committee, a delegate should control the audiences' attention with direct eye contact, a calm tone of voice, a voice loud enough to be heard, a voice slow enough to understood, and controlled body movement. If a delegate stumbles, he or she should pick up right where the speech left off and continue without getting embarrassed or flustered.

Researching

After a school receives their assigned country or countries and committee topics from the host school, each delegate should begin to research. Students may prefer to work individually or alone. Sometimes, MUN is offered as an elective course with time in class devoted to researching. However, typically in secondary and collegiate schools in the United States, MUN is usually a club sponsored by a teacher from the social studies, history, or government department. Regardless of the organization or size of the team, adequately researching for the conference is a crucial step to getting the most out of a MUN conference.

Researching for a conference can seem like a daunting task, especially for new delegates. With so many sources available on the internet, it is difficult to know which ones are reliable. Even respected sites such as the CIA World Factbook or the UN can be difficult to navigate. Most of the tips below cite internet websites, however, the most recent *World Almanac and Book of Facts* or a reputable print encyclopedia can also provide delegates with accurate information. Below are outlined five steps to successful and productive research.

This guide to research is meant to supplement the information found on the Worksheets for Delegates. Additionally, the Bibliography contains an extensive list of electronic and print resources.

STEP ONE: THE COUNTRY

Before even considering their assigned topic, delegates should familiarize themselves with basic facts about their country. While knowing the population, climate or natural resources of a country may seem irrelevant to certain topics, a general understanding of these facts will help delegates place their country in a great global context. Some good starting points for this research include the CIA World Factbook, the British Broadcasting Corporation News website, and the UN's links to government websites.

Delegates should be careful not to spend too much time with this part of the research process since the majority of their time and efforts should concentrate on committee topics.

♦ **CIA World Factbook:** This site includes and introduction, geography, people, government, economy, transportation, communication, military and transnational issues relevant to the country. Printer friendly versions are available.

 WEBSITE: http://www.cia.gov/cia/publications/factbook/

♦ **BBC Country Profiles:** After typing the name of the country in the search box (located in the top right corner) and selecting the link to the country profile, a brief overview and quickfacts about the country are followed by detailed information regarding current leaders and current media coverage. Printer friendly versions are available.

 WEBSITE: http://news.bbc.co.uk/

♦ **Permanent Missions to the United Nations:** From the Permanent Missions pull-down menu, select a country to connect to the official website of the permanent representative to the United Nations. Websites not in English will usually have a link to translate the text.

 WEBSITE: http://www.un.int/index-en/webs.html
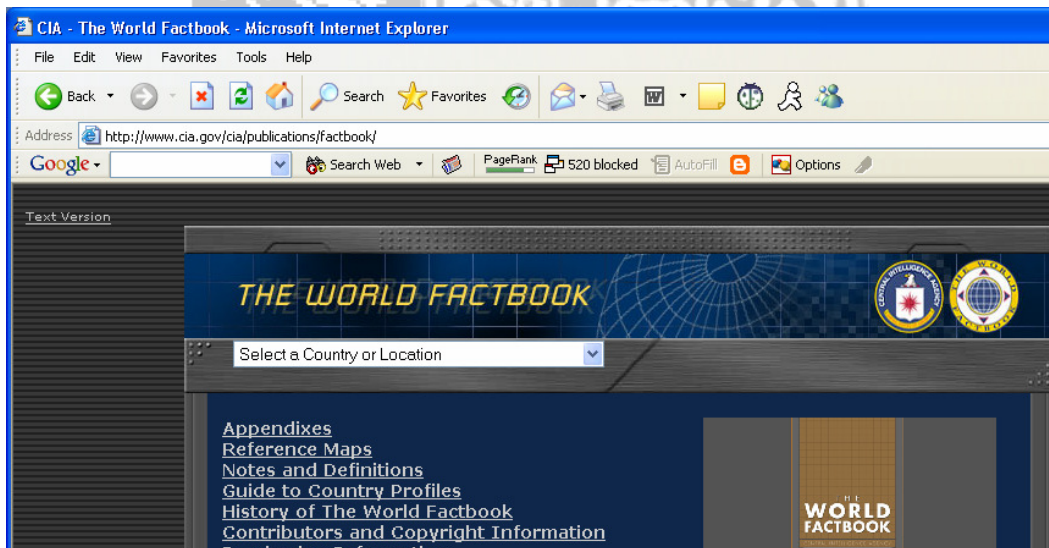
STEP TWO: INTERNATIONAL PERSPECTIVE

Delegates should then attempt to understand how their country and government perceive the rest of the world. Even if this research does not seem relevant to committee topics, it helps delegates understand how to approach those topics and gives students valuable social studies knowledge and skills. When researching a country's international perspective or foreign policy, delegates should start with these questions:

♦ What is occurring in nearby countries or regions that could affect that country?

♦ What cultural, religious, and ethnic groups live in the country?

♦ How wealthy is the country and how is that wealth distributed among the population?

♦ What kind of natural resources, industries, or services does the country have and how do these affect domestic or foreign policy?

♦ Who are the country's allies/enemies and what are their common interests/disagreements?

♦ What historical events have affected the country's foreign policy and how have those events affected the current political environment?

♦ What international topics are most important to the country and its government?

♦ What current events are most important to the country and its government and how would the country analyze the cause and effect of those events?

To answer these questions, delegates can check the website of a government's mission to the UN. Secondary sources and a variety of local news sources accessible through searches on *Google* or *Yahoo*! will also provide delegates with access to myriad of several formal documents, press releases, national newspapers or magazines, etc.
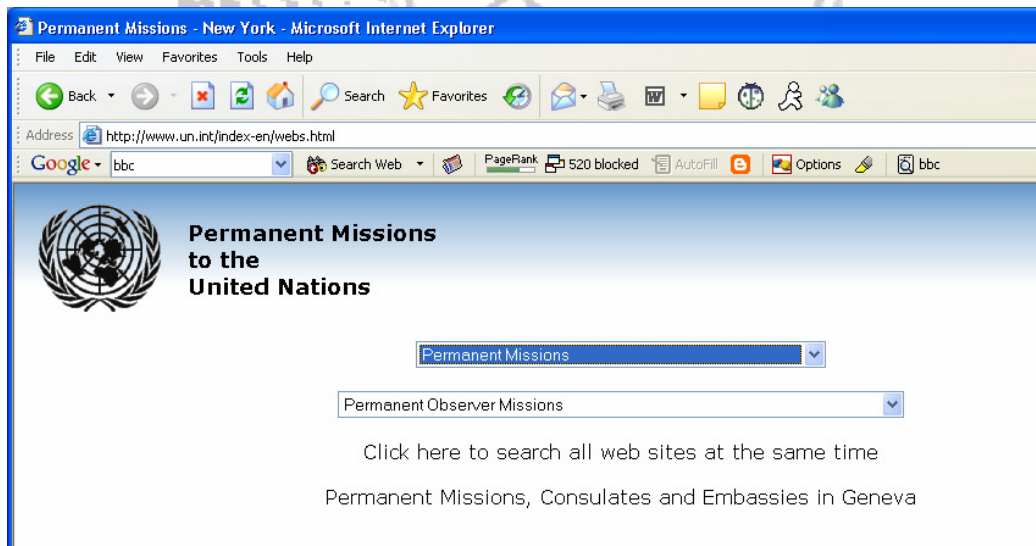
STEP THREE: COMMITTEE TOPICS

After a delegate is comfortable with the above information, he or she should direct their attention to research on their committee's topics. Hosting schools constantly seek to plan topics which expose delegates to some of the most important international or historic problems that affect the global community. Each delegate will receive a background guide from the dais which can act as a good starting point for further research. WMHSMUN and WMIDMUN background guides include a bibliography that can point delegate to other useful cites. However, delegates should not rely solely on the information presented in the background guide. Good research includes an explanation of the problem or concern and its international significance supplemented by relevant facts, statistics, previous UN resolutions, treaties,

and attempted solutions to problems related to the committee's topics. When researching for a topic, delegates can ask questions such as:

♦ What current events are related to the topics?

♦ What real-life problems are related to the topics?

♦ What solutions have been proposed or attempted for the problems?

♦ Are there any solutions or approaches to the problems that are especially trendy or popular among world leaders and other important figures?

♦ What have the United Nations and other international agencies already done about these problems and the topic?

♦ What has the country already done about the topic or related problems, if the topic or problems is directly related to a country?

♦ What prior solutions have been tried in the past and what problems have they encountered?

♦ What new solutions would work best to solve the problem?

To answer these and similar questions, delegates can use UN websites to find press releases, reports, resolutions, and other official documents with facts and countries' positions, *A Global Agenda*, *A Delegate's Guide to Preparation,* websites on specific topics, and news websites. The most useful resource for MUN is the *Global Agenda,* a book published by the United Nations Association of the United States of America. This book would be challenging for younger delegates but for more experienced MUN veterans, the detailed accounts would prepare delegates far beyond most material researched.
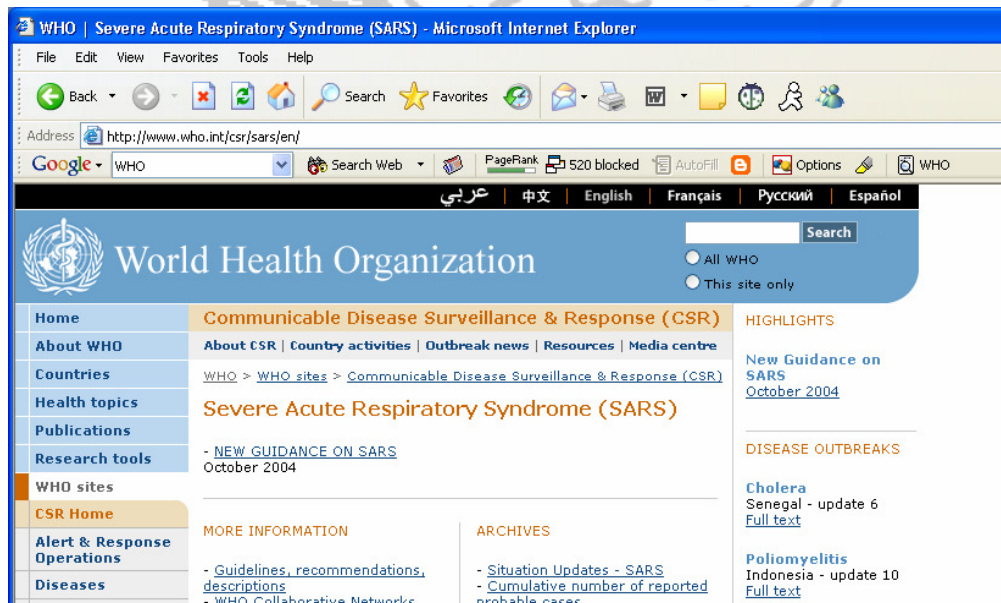

STEP FOUR: FOREIGN POLICY RELATING TO TOPICS

Once a delegate understand the history or development of the topic, he or she must know what their governments' policies regarding these issues. This step in researching is designed to help delegates

understand their country's position relating to the topic. Delegates should also begin to envision ways their country can help solve the problem by working with other member states. This is frequently the most difficult part of MUN research, but creative thinking, and suggestions from sponsors and conference staff members can help lead delegates in the right direction. Delegates can ask these and similar questions:

♦ What current events in the country relate to this topic?

♦ Are there related topics on which a country takes a strong stance?

♦ Does the topic relate to any problem that a country is experiencing and what is that country already doing about the problem?

♦ What have local news sources reported about this topic or related problems?

♦ How is that different from what has been reported about this topic or related problems in other news sources?

♦ Has a country's representative at the United Nations already spoken about the topic? If so, what did the representative say?

♦ Have other leaders from a country spoken about the topic? If so, what did the leaders say?

♦ Has a country sponsored or supported any UN resolutions related to the topic?

♦ Do other countries take positions that the country would support or oppose? What are those positions and why does the country maintain these positions?

To answer such questions, delegates can consult the websites of foreign ministries, embassies, or other official websites, or UN press releases.
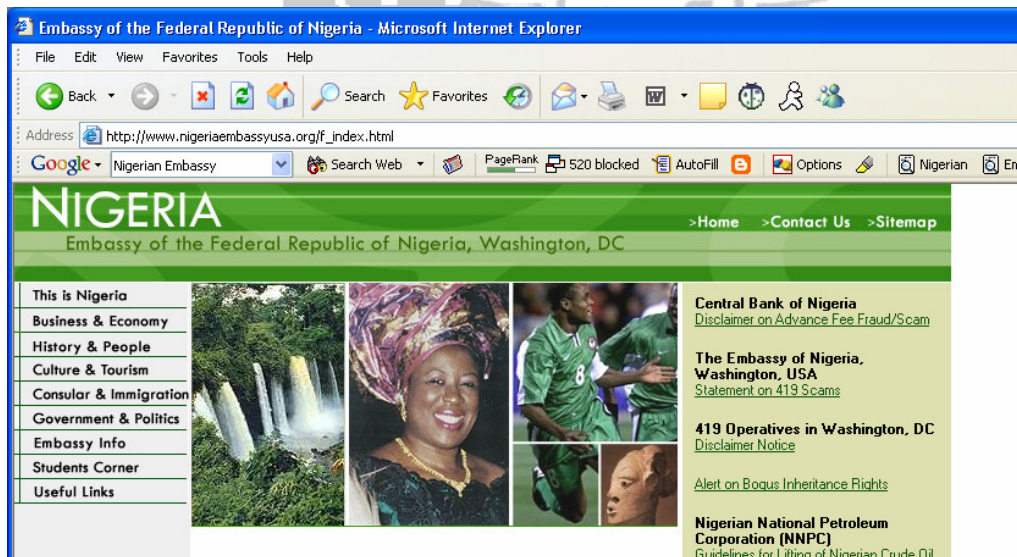

STEP FIVE: CURRENT EVENTS

One sign of a thoroughly prepared delegate is that he or she is familiar with important international events and can relate them to his or her government and committee topic. Reading or hearing about

current events also builds historical, geographical, political, economic, and even cultural knowledge. When students participate in MUN conferences, they are exposed to a new level of responsibility, the responsibility of an informed global citizen who understands how local decisions or events can have impacts that stretch across the globe. Even when not preparing for a MUN conference, students should be encouraged to read newspapers such as the *New York Times* or the *Washington Post* or news magazines such as the Economist, watch the local evening news, or listen to National Public Radio to help inform them of current events. Delegates can think about the following questions when researching current events:

- What events are mentioned most frequently?
- Who are some of the most important people in the news, and why are they important?
- What countries or regions are mentioned most frequently, and what is important about those places or regions?
- What are the historical facts about the events, people, and places mentioned frequently?
- What themes or main ideas are mentioned most frequently?
- How would current events affect a country's view of the world and committee topics?
- How would a country analyze the cause and effects of current events?
- How are current events related to committee topics and discussions in committee?
- How would the answers to these questions change if local, rather than international or Western news sources are used, and vice versa?
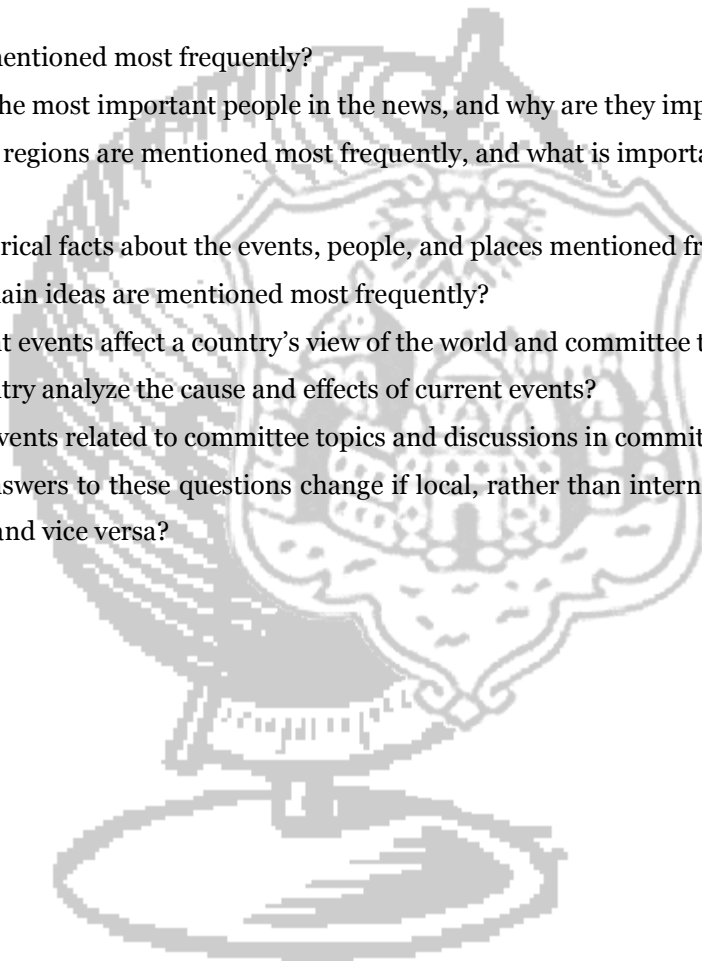
Position Papers

A position paper is brief statement of a country's position on a committee's topics written and submitted to the committee dais, often before the conference begins. A position paper should indicate both the way a country views the committee's topics and what solutions the country will suggest in committee. Delegates might consider an introduction that expresses their governments' more general goals for the committee in relation to countries' international concerns. Like resolutions, however, the format and requirements for position papers are defined by individual conferences. Position papers should be concise (no longer than a page, double spaced) and focus specifically on what should be done to solve the problem. Delegates should contact their dais or other conference staff prior to the conference if they have any questions.

OUTLINE FOR A POSITION PAPER

I. Introduction
II. Topic I
   a. Statement of problem, its consequences, and any relevant previous actions taken by the committee and/or member state
   b. Suggested solutions to problem
III. Topic II
   a. Statement of problem, its consequences, and any relevant previous actions taken by the committee and/or member state
   b. Suggested solutions to problem
IV. Topic III
   a. Statement of problem, its consequences, and any relevant previous actions taken by the committee and/or member state
   b. Suggested solutions to problem

OTHER SUGGESTED SOURCES FOR POSITION PAPER WRITING

- *A Guide to Delegate Preparation* (see "Bibliography")
- http://65.109.42.74/mun0002/Crisis01/how_to_write_a_position_paper.htm
- http://unausa.org/ (select "Education" – "Model U.N." – "Preparation" – "Position Papers")

SAMPLE POSITION PAPER

Sample portion of a position paper written by the Russian Federation's delegate in the Security Council, regarding the Israeli-Palestinian Conflict:

Carter Hudgins, Russian Federation
UN Security Council, WMHSMUN XVIII
November 12, 2004

Position Paper

  Israeli-Palestinian relations, being of great concern to this body and to the region's people, should be based on respect for previous UN Resolutions, especially Security Council Resolutions 242 and 338. Resolution 242 of November 22, 1967, required several helpful actions that have yet to occur: an Israeli withdrawal from the "territories occupied in the recent conflict," a return of forces to the borders prior to the 1967 Six-Day War, and a guarantee of "the territorial inviolability and political independence of every State in the area." Resolution 338 of October 22, 1973, reaffirmed Resolution 242 and rightfully called for the cessation of "all military activity" related to the 1973 October War.

  The present climate is destructive partially because of Israel's policy towards Palestinian extremists. While the Russian Federation deeply regrets the Palestinian people's suffering, the Security Council already affirmed states' right to defend their peoples in Resolutions 1269 (1999), 1368 (2001), and 1373 (2001). If Israeli actions threaten international peace and security without necessarily increasing Israeli security, however, the Security Council should request Israel to cease such provocations. The razing of Palestinian homes in Gaza during January of 2002 might be such a case.

  Palestinian Authority President Yasser Arafat's difficulties in controlling the Palestinian population also prevent a peace agreement. Since Arafat can only contribute to the peace process if he can lead his people, Israel should end his confinement in Ramallah and avoid increasing the already excessive influence of groups such as Hamas and Islamic Jihad. The Russian Federation is deeply disturbed by two comments made during January, 2002, that further obstruct the Middle East peace process: Arafat's own self-spoken interest in being a "martyr" for Jerusalem, and Israeli Prime Minister Ariel Sharon's publicly expressed regret for not killing Mr. Arafat in 1982. The Security Council should request Israel and Palestine to avoid such inflammatory language.

Resolution Writing

Typically the last committee session will be spent in voting session, when the committee will vote to approve submitted draft resolutions as formal documents. Therefore, during most of the conference, delegations will be working together to combine their ideas during moderated and unmoderated caucuses to address the topics of their individual committees. Working papers articulate these ideas. They are usually written in resolution form, but delegates should remember that a working paper does not become a draft resolution until it has a certain number of signatories and sponsors, specified by the conference rules of procedure, and has been named as a draft resolution by the dais. Remember that the goal of writing any draft resolution is to gather the consensus and support of delegates on ideas or problems that may or may not be important to their domestic agenda. You will need to use your diplomatic skills and teamwork to be successful. During voting session, the committee will decide which draft resolutions will pass and be approved as formal documents. A resolution itself has three main parts: the **heading**, the **preambulatory clauses**, and the **operative clauses**.

HEADINGS give basic information including the name of the committee that wrote the resolution, the resolution number, sponsors, and signatories.

PREAMBULATORY CLAUSES, or "preambs," introduce a resolution, state its purpose, and put it into the context of prior UN actions. Commas separate preambulatory clauses, and the first phrase is underlined or italicized. Remember, friendly or unfriendly amendments cannot change preambulatory clauses once a resolution has been submitted. Therefore, it is important to choose your words wisely. Common phrases that begin with preambs include, but are not limited to:

Affirming	Deeply regretting	Fully aware	Observing
Alarmed by	Desiring	Fully believing	Realizing
Approving	Emphasizing	Having devoted attention	Reaffirming
Aware of	Expecting	Having examined	Recalling
Believing	Expressing its appreciation	Having studied	Recognizing
Bearing in mind	Expressing its satisfaction	Having heard	Referring
Cognizant	Fulfilling	Having received	Seeking
Confident	Fully alarmed	In support of	Taking into account
Contemplating	Fully aware	In view of	Taking into consideration
Convinced	Fully believing	Keeping in mind	Taking note
Declaring	Further deploring	Noting with regret	Viewing with appreciation
Deeply concerned	Further recalling	Noting with satisfaction	Welcoming
Deeply conscious	Guided by	Noting with deep concern	
Deeply convinced	Having adopted	Noting further	
Deeply disturbed	Having considered	Noting with approval	

OPERATIVE CLAUSES are the action portion of a resolution. Depending on the nature and scope of the committee, operative clauses can request countries or international organizations to take action, request fact-finding missions, form new committees, define or clarify terms, suggest guidelines for economic, environmental, health or social issues, set international environmental, economic, health, or other standards (not applicable to all committees), clarify or discuss international law (not applicable to all committees), or propose or suggest changes to the organization of the UN or other organizations (not applicable to all committees). The United Nations Security Council is the only committee that has the power to require that countries take action or condemn a country. Each clause starts with a verb and addresses only one complete idea. Clauses are numbered and separated with semicolons. The last operative clause concludes with a period at the end of the resolution. Common words to start operative clauses include, but are not limited to:

Accepts	Encourages	Reaffirms
Affirms	Endorses	Recommends
Approves	Expresses its appreciation	Reminds
Authorizes	Expresses its hope	Regrets
Calls	Further invites	Requests
Calls upon	Further proclaims	Solemnly affirms
Condemns	Further reminds	Solemnly resolves
Congratulates	Further recommends	Strongly condemns
Confirms	Further requests	Supports
Considers	Further resolves	Takes note of
Declares Accordingly	Has resolved	Trusts
Deplores	Identifies	Transmits
Draws the attention	Notes	Urges
Designated	Notes with regret	Warns
Emphasizes	Proclaims	

**For more words and phrases visit http://www.paxmun.org/calmun/resolutions.html.

RULES AND VOCABULARY

♦ **Sponsors:** Sponsors are co-authors of the working paper and resolution who have significantly contributed ideas to the body of the resolution. At least two delegations must sponsor a working paper. A delegate's country name rather than personal name is recorded as the sponsor of a resolution (this goes for signatories as well).

♦ **Signatories:** Signatories are delegations who may or may not have contributed to the working paper; signatories do not even have to agree its contents. Signing the document simply means a delegation would like to discuss the ideas raised in the paper.

♦ **Friendly Amendments:** A friendly amendment is a change in a formally-introduced resolution (signed and approved by the dais) that is agreeable to all sponsors and presented to the dais only after all sponsors agree to it. Once approved by the dais they automatically become part of the resolution.

♦ **Unfriendly Amendments:** Unfriendly amendments propose a change that is not agreeable to all the sponsors of a resolution. Unfriendly amendments must have the signature of a set number (usually one-fifth) of those delegations present and be approved by the dais before it can be formally introduced and voted upon.

Sample Working Paper

The following pages include some examples of working papers and draft resolutions submitted by former WMHSMUN delegates.   Remember that each conference will specify the preferred format for these documents, yet no matter what conference you attend, each will have the three parts explained above.

Does <u>not</u> need to be listed alphabetically

WORKING PAPER 1.1

The dais will assign the number according to the topic and the order in which they are received

Sponsors: United Kingdom, Poland, United States of America,
Signatories: Columbia, Canada, Argentina, Germany

The Economic and Social Council,

Horrified by the destruction caused by the HIV/AIDS virus, especially its disparate impact on women and children,

Commas separate preambu-latory clauses.

Believing that current HIV/AIDS health programs do not sufficiently address the special needs of women and children,

1. Encourages all UN member states to increase their funding for international efforts to fight HIV/AIDS;

Semi-colons separate operative clauses.

2. Requests that the UN and the World Health Organization collaborate to design innovative new programs to better address the special status of women and children.

Operative clauses are numbered.

Sample Draft Resolution

2.6 indicates this is the second topic of the committee and the sixth draft resolution submitted to the dais.

Please list alphabetically

DRAFT RESOLUTION 2.6

Sponsors: Holy See, Republic of Argentina, Sierra Leone, Sri Lanka
Signatories: Bhutan, Canada, Kingdom of Jordan, Philippines,

I. HEADING

The Economic and Social Council,

II. PREAMBULATORY CLAUSES

Recalling the creation of the Heavily Indebted Poor Countries program in September of 1996 by the International Monetary Fund and World Bank,

Believing that this program, which was amended in July 1999 to provide additional support to less developed nations, has not significantly reduced external debt burden,

Saddened by the fact that developing nations now spend thirteen dollars on debt repayment for every one dollar they receive in grants, resulting in situations such as Nigeria's, whose President has observed that by 1985 his nation had borrowed approximately five billion dollars and currently owes twenty-eight billion dollars to creditors despite the country's already completed payment of more than sixteen billion dollars,

Recalling the statement of UN Secretary-General Kofi Annan on July 28, 2000, when he said, "I urge the donor countries and the international financial institutions to cancel the official debts of poor countries," as well as UN General Assembly Resolution 55/216, which encouraged innovative means of debt relief, and other UN documents concerning debt relief,

Preambulatory clauses are indented and italicized or underlined.

1. *Calls for* an immediate halt to international debt payments until an international settlement panel consisting of less developed nations and a representative of the Secretary-General of the UN, with representatives of international financial institutions and creditors observing, has determined a more proper structure for the international debt of less developed nations;

2. *Strongly urges* that this panel consider ways to reform the Heavily Indebted Poor Countries relief effort, especially by allow lesser developed member states' governments greater freedom in budgeting for poverty reduction and social spending;

3. *Further calls for* debt relief programs to involve less developed nations currently ignored by debt relief programs, for less developed nations to have a greater voice in the process of debt relief and access to lowered interest rates, and for international financial organizations and developed member states to strongly consider an immediate forgiveness of debts of lesser developed member states;

4. *Recommends* that in instances in which member states face significant developmental challenges such as infectious diseases, natural disasters, or violent conflicts, the international debts of those nations be forgiven by all creditors, including member states and international financial institutions.

III. OPERATIVE CLAUSES

Use a period to end the resolution.

Operative clauses numbered and the first word is italicized or underlined.

Sample Draft Resolution

Please list alphabetically

DRAFT RESOLUTION

Sponsors: Indian Union, People's Republic of China, Russian Federation,
Signatories: Canada, Honduras, Republic of Argentina, Turkmenistan

The Security Council

II. PREAMBULATORY CLAUSES

Saddened by the fact that Angola has been disturbed by a civil war since its independence in 1975, at which point the Marxist-Leninist Popular Movement of Angola and the National Union for the Total Independence of Angola (UNITA) clashed over control of the country,

Recalling the 1994 Lusaka Protocol, by which the government of Angola and UNITA, which since 1975 had lost much ground in the civil war, agreed to a ceasefire and a demilitarization of the country that was never implemented,

Determined to end Angola's civil war, which has resulted in the displacement of more than four million people and the present plight of more than one million, eight hundred thousand people who require humanitarian aid for survival,

Hoping to assist the former combatants of the conflict that are depending on the international community for food and other supplies to return to civilian life, as well as to respect the request of the government of Angola that the peace process to remain within the control of Angola,

III. OPERATIVE CLAUSES

1. *Praises* the government of Angola and UNITA for adhering to the terms of the April 4, 2002 ceasefire and previous agreements, including the 1994 Lusaka Agreement, especially those agreements' calls for the demobilization and integration of UNITA forces into government forces and civil society;

2. *Encourages* the UN Security Council to continue to allow members of UNITA free travel throughout the country based upon UNITA's continued support for the April 4, 2002 ceasefire and past peace agreements, as well as UNITA's continued cooperation with the UN Security Council appointed sanctions monitoring panel;

3. *Implores* all member states to contribute additional personnel and materials to the UN Mission in Angola (UNMA), and to provide additional humanitarian aid to former combatants, the government of Angola, and others in need;

4. *Notes* the UN's commitment to the sovereignty of Angola and importance of the rebuilding of the country remaining in the control of Angola, especially the need to limit the role of this body and other outside forces in the joint commission overseeing the restructuring of the Angolan government;

5. *Asks* that on January 10, 2003, the Special Representative of the Secretary-General serving as the head of the UNMA inform this body of Angola's status and additional humanitarian aid and international support needed.

Only the UN Security Council has the power to demand countries to action or condemn actions.

The UN System

Navigating the complex web of UN and other websites is an important research skill. Outlined below are some of the most important UN agencies and committees and information about them including their website addresses. A more comprehensive listing of UN and other websites is included in the Bibliography.

UN GENERAL ASSEMBLY

- **Purpose**: Consider all matters of international importance not addressed by the Security Council and make recommendations to member states and UN agencies.
- **Membership**: All member states.
- **Website**: http://www.un.org/ga/59/
- **Committees**
    - **First Committee, Disarmament and International Security**
      http://www.un.org/ga/59/first/index.html
    - **Third Committee, Social, Cultural, and Humanitarian**
      http://www.un.org/ga/59/third/index.html
    - **Fourth Committee, Special, Political and Decolonization**
      http://www.un.org/ga/59/first/index.html
    - **Sixth Committee, Legal**
      http://www.un.org/law/cod/sixth/59/sixth59.htm

UN SECURITY COUNCIL

- **Purpose**: Provide for the maintenance of international peace and security, using force if necessary, in the name of the UN.
- **Membership**: 5 permanent members (US, UK, France, Russia, China) and 10 non-permanent members chosen by the UN General Assembly on a two-year basis. Currently, the non-permanent members are Argentina, Benin, Brazil, Denmark, Greece, Japan, Philippines, Romania, United Republic of Tanzania, and Algeria.
- **Website**: http://www.un.org/Docs/sc/

UN ECONOMIC AND SOCIAL COUNCIL

- **Purpose:** Promote high standards of living, solve international economic and humanitarian problems, and a universal respect for human rights and freedoms.

- **Membership:** The Council's 54 member Governments are elected by the General Assembly for overlapping three-year terms. Seats on the Council are allotted based on geographical representation with fourteen allocated to African States, eleven to Asian States, six to Eastern European States, ten to Latin American and Caribbean States, and thirteen to Western European and other States.

- **Website:** http://www.un.org/docs/ecosoc/

- **Bodies:**

  - **International Atomic Energy Agency** http://www.iaea.org/

  - **UN Environmental Programme** http://www.unep.org/

  - **UN Development Programme** http://www.undp.org/

  - **UN High Commissioner on Human Rights** http://www.unhchr.ch/

  - **UN High Commissioner on Refugees** http://www.unhcr.ch/

  - **World Health Organization** http://www.who.int/en/

THE UN AND MUN: SOME DIFFERENCES

While every delegate strives to capture the spirit of the UN as he or she participates in MUN, students and sponsor should realize that some differences will always exist between the typical practices of the UN and the established rules of procedure for MUN. These differences arise due to the shorter time frame of most MUN conferences (typically one to four days). At other times, conference hosts may only have access to the public portions of UN operations, using their best judgment to interpret other scenarios. The educational needs of students should always be the highest priority for host schools to ensure that delegates get the most out of their MUN experience.

Brian Endless, of American Model United Nations International, and Dr. Jean Gazarian, Senior Fellow, UN Institute for Training and Research, together have compiled a list of seven areas in which the practices of MUN differ from the traditions of the UN, including resolutions, caucusing, speaker's lists, seating arrangements, rules of procedure, bloc spokespeople, and consensus. For more information on this topic, please consult the American Model United Nations International website at http://www.amun.org/differences.php.

Bibliography
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WEBSITES BY TOPIC

Economic, Environmental, Globalization and Social issues

- "Choike: A Portal on Southern Society": This page provides information on developmental issues from a perspective common to the lesser developed world and critics of globalization.
http://www.choike.org/
- "Centers for Disease Control and Prevention": The Centers for Disease Control and Prevention (CDC) provides reliable background information on a variety of health-related topics.
http://www.cdc.gov/
- "Documents Relating to the Progress of Globalization": A variety of links to articles and other web sites about globalization.
http://www.mtholyoke.edu/acad/intrel/globaliz.htm
- "EXOLEX – A gateway to environmental law": Database of treaties, national legislation, court decisions, and other relevant documents provided by UN agencies and the World Conservation Union.
www.ecolex.org
- "Eco Net": This web site provides news from an environmentalist perspective.
http://www.igc.org/home/econet/
- "European Environmental Law Homepage": This page provides information on treaties, legal cases, and other documents concerning environmental laws in Europe.
http://www.eel.nl/
- "For Schools: Tackling the Issues, Urbanization": Information from the World Bank on urbanization.
http://www.worldbank.org/html/schools/issues/urban.htm
- "Geneva Environment Network": This group works with the UN, governments, non-governmental organizations, and industry to address environmental issues.
http://www.environmenthouse.ch/
- "Global Exchange": This international human rights organization provides information on environmental, political and social justice useful for globalization topics.
http://www.globalexchange.org/index.html
- "The Globalization Website": Resources from Emory University.
http://www.emory.edu/SOC/globalization/
- "Institute for International Economics – Globalization": Information on globalization from a more business-oriented perspective.
http://www.iie.com/research/globalization.htm
- "UNEP Site Locator": This page of links provided by the UN Environment Programme (UNEP) links to a variety of UNEP programs and information.
http://www.unep.org/Documents/Default.asp?DocumentID=166
- "UN System – Wide Earth Watch": The home page for a UN program to coordinate environmental activities among parts of the UN system and to link information to one site.
http://earthwatch.unep.net
- "USAID Europe and Eurasia : Democracy and Governance Links": This page of links from the USAID program has information on democracy and governance useful for all delegates.
http://www.usaid.gov/locations/europe_eurasia/democr02.htm
- "WHO Statistical Information": Statistical information from the World Health Organization.
http://www3.who.int/whosis/menu.cfm

Human Rights

- "Amnesty International": This international non-governmental organization is a leading human rights advocate and information provider.
www.amnesty.org
- "Anti-Defamation League": The Anti-Defamation League monitors and reports incidents of anti-Semitism around the world.
www.adl.org
- "Freedom House": This site tracts and reports on issues of democracy and civil liberties.
www.freedomehouse.org
- "Human Rights Watch": This international non-governmental organization is another leading human rights advocate and information provider.
www.hrw.org/
- "Instruments and Treaties: Humanitarian Law of Armed Conflict from the University of Minnesota Human Rights Library": Provides text and ratification information on international treaties dealing with human rights in times of war.
www1.umn.edu/humanrts/instree/auoy.htm
- "International League for Human Rights": The League is an international non-governmental group that advocates for human rights at international organizations and provides human rights information online.
www.ilhr.org
- "Israeli Information Center for Human Rights in the Occupied Territories": This Israeli based group provides valuable information on the human rights in Palestinian territory that is useful to all delegates dealing with the Palestinian situation.
www.btselem.org
- "Lawyers Committee for Human Rights": Non-governmental group that works to promote the legal interests of refugees, laborers, and others and participates in the international debate on accountability for human rights abuses.
www.lchr.org
- "Refugee Law Center": This non-governmental group advocates for the rights of refugees and provides useful material online.
www.refugeelawcenter.org
- "Universal Declaration of Human Rights": This website provides the text of the Universal Declaration of Human Rights, one of the most important human rights documents in existence.
www.un.org/Overview/rights.html
- "University of Minnesota Human Rights Library": The University of Minnesota provides a multitude of links to information about treaties, human rights research, and other relevant topics.
www.umn.edu/humanrts

International Law

- "Global Legal Information Network": This international collection of laws and legal writings has some information available online to the public.
www.loc.gov/law/glin/index.html
- "UN Homepage - International Law": Home page of the UN for international law. This page has numerous helpful links.
www.un.org/law

Natural Disasters

- "CDC Natural Disasters": The Centers for Disease Control and Prevention provides background information on different kinds of natural disasters, including tsunamis.
www.bt.cdc.gov/disasters/
- "ReliefWeb Homepage": ReliefWeb provides news and resources intended for professionals who respond to natural disasters and extremely useful for delegates with related committee topics.
www.reliefweb.int/w/rwb.nsf

- "UN system and Humanitarian Affairs Disasters": This page from the UN provides numerous links to part of the UN concerned with natural disasters.
www.un.org/issues/m-humani.asp

Security Issues

- "The Acronym Institute for Disarmament Diplomacy": Home page of the Acronym Institute, which provides valuable information on disarmament and other security issues.
www.acronym.org.uk/
- "Adopt-A-Minefield": The Adopt-A-Minefield campaign organizes international efforts to help landmine victims, clear minefields, and raise awareness of landmines as an international humanitarian issue.
www.landmines.org
- "Armedcon: Security Council Resolutions": Resolutions on specific conflicts and thematic aspects of armed conflict.
www.essex.ac.uk/armedcon/international/UN/seccouncil/Text/resolutions.htm
- "Arms Control Agreements": Information on arms control agreements provided by the Federation of American Scientists.
www.fas.org/nuke/control/index.html
- "British American Security Information Council": This non-government organization focuses on military, security, and defense issues.
www.basicint.org
- "Center for Defense Information": Provides reliable, in-depth information on a variety of military and security issues.
www.cdi.org
- "Crisis Web": This page from the International Conflict Group provides information from staff around the world on emerging and ongoing conflicts.
www.crisisweb.org
- "Federation of American Scientists": Home page of this reputable and knowledgeable group that provides valuable information on international military and related issues.
fas.org/
- "FlashPoints: Guide to World Conflicts": Home page for a guide to armed conflicts around the world that includes lesser known conflicts.
www.flashpoints.info/FlashPoints_home.html
- "International Security": Home page for the *International Security* journal, with some material available free online.
mitpress.mit.edu/catalog/item/default.asp?ttype=4&tid=26
- "Monterey Institute of International Studies": Home page of this educational institution, which also sponsors useful research centers linked to this page.
www.miis.edu
- "The National Interest": Home page for the influential American *National Interest* magazine, which makes some of its material available for free online.
www.nationalinterest.org/
- "NTI: Nuclear Threat Initiative": The Nuclear Threat Initiative is a credible, private organization that educates the public on issues related to weapons of mass destruction.
www.nti.org/
- "NTI: Country Information Index": The Nuclear Threat Initiative is a private organization that publishes information on issues related to weapons of mass destruction. It provides detailed information on several countries' nuclear, chemical, and biological weapons programs.
www.nti.org/e_research/profiles/index.html
- "Stockholm International Peace Research Institute": This research institution provides detailed documents and reports on international security and related issues online.
www.sipri.se
- "Treaty on the Non-proliferation of Nuclear Weapons (NPT)": Information on the NPT provided by the UN Department of Disarmament Affairs.
www.un.org/Depts/dda/WMD/treaty/

- "United States Institute of Peace": The Insitute publishes numerous in-depth reports on violence prevention, conflict resolution, and other security issues.
www.usip.org
- "Yahoo Directory for Regional Conflicts:" Links to pages and other directories provided by Yahoo!
dir.yahoo.com/Government/Politics/Regional_Conflicts/

UN and Peacekeeping Reform

- "CDL | Student Resources": This page links to resources on UN reform and peacekeeping. The page was written for a related debate topic, but many of its resources are useful for delegates.
www.chicagodebate.org/students/Researching%20Peacekeeping.asp
- "Reform at the UN": This is the official UN page for UN reform and provides important documents and information on relevant subjects.
www.un.org/reform/
- "Reform of the United Nations – Global Policy Forum": This page from the Global Policy Forum provides background information on UN reform.
www.globalpolicy.org/reform/
- "Report of the Panel on United Nations Peace Operations": This is the official website of what is usually called the Brahimi Report, one of the key documents on UN peacekeeping reform.
www.un.org/peace/reports/peace_operations/
- "Report of the Secretary-General's High-level Panel": This is the official website of the UN Secretary-General's High Level Panel on Threats, Challenges, and Change, which wrote about the UN's future after the American invasion of Iraq.
www.un.org/secureworld/
- "Peacekeeping Reform – Global Policy Forum": Background information from the Global Policy Forum on reforming UN peacekeeping.
www.globalpolicy.org/security/peacekpg/reform/

Women and Children

- "The Children and Armed Conflict Unit by the Children's Legal Centre and the Human Rights Center at the University of Essex": This web site provides information on the human rights of children in times of armed conflict, including the war on terror.
www.essex.ac.uk/armedcon/
- "Childwatch International Research Network": This website provides links to individual organizations concerned with children's welfare.
www.childwatch.uio.no
- "Convention on the Rights of the Child": This page run by UNICEF provides information on this important international convention.
www.unicef.org/crc/crc.htm
- "UNICEF Statistics on Women and Children": Links to economic and social statistics describing the status of children around the world. Data is available for all countries both collectively and individually.
www.unicef.org/statis/index.htm
- "Women's Commission for Refugee Women and Children": This is a private advocacy and aid group that works with, and publicizes the situation of, women and children around the world.
www.womenscommission.org/

WEBSITES BY REGION

Regional organizations
All of these homepages provide information on inter-governmental organizations, including organizations' policies and concerns. Several of these pages also link to information about member states.
- **Asia-Pacific Economic Cooperation** www.apecsec.org.sg/
- **Association of Southeast Asian Nations** www.aseansec.org/home.htm
- **African Union** www.africa-union.org/
- **Council of Europe** www.coe.int/DefaultEN.asp

- **European Union** www.europa.eu.int
- **North Atlantic Treaty Organization** www.nato.org
- **Organization of American States** www.oas.org
- **Organization for Security and Cooperation in Europe** www.osce.org
- **Small Island Developing States Network** http://www.sidsnet.org/
- **Western European Union** www.weu.int

Africa

- "Africa Action": An activist organization that publishes information online to raise awareness of perceived problems in the United States' policy toward Africa.
  www.africaaction.org
- "African Studies Internet Resources": Links to online resources and other information from Columbia University Libraries.
  www.columbia.edu/cu/lweb/indiv/africa
- "All Africa Global Media": This news site provides detailed information on African countries and topics.
  www.allafrica.com
- "Global Issues-Africa Initiative Resources in the United Nations system": Links to UN system web pages concerned with Africa.
  http://www.un.org/partners/civil_society/m-africa.htm
- "Institute for Security Studies": The Institute is an activist group that publishes information online to promote its interest in African security and other African topics.
  www.iss.co.za

The Americas

- "FedWorld": A link to American federal government websites.
  www.fedworld.gov
- "Latin American Information Network": Directory of online information from the University of Texas.
  http://lanic.utexas.edu/
- "Political Database of the Americas": Information on political institutions in the Americas from Georgetown University.
  www.georgetown.edu/pdba
- "Resource Center for the Americas": Online information about the Americas, often from the perspective of the Southern hemisphere of the Americas
  www.americas.org
- "US Central Intelligence Agency": A link to the CIA World Factbook and some information on American intelligence activity.
  www.odci.gov
- "United States Department of State": The United States Department of State provides numerous resources on American foreign policy in addition to useful Background Notes (select "Countries and Regions" from the top menu bar and then select "Background Notes and Links to Country Pages").
  http://state.gov/
- "The White House": Official website of the current American Presidential administration, which publishes information about topics of interest from a Presidential perspective.
  www.whitehouse.gov

Asia

- "Asia Pacific News": Online news focusing on Asia and the Pacific.
  www.asiapacificnews.com
- "Asia Times Online": An excellent online news source.
  www.atimes.com
- "News Asia": A collection of different online Asian news sources.
  www.newsasia.com

- "South Asian Analysis Group": Focuses on Indian and South Asian security.
www.saag.org

Europe
- "BBC News | Europe": The British Broadcasting Company's page for daily news items relating to Europe.
news.bbc.co.uk/2/hi/europe/default.stm
- "Center on the United States and Europe at the Brookings Institution": News and analysis on Europe and European-American relations.
www.brookings.edu/fp/cuse/center_hp.htm
- "Central Europe News – Media Monitoring Service by EIN News": News relating to Central Europe.
www.einnews.com/centraleurope/
- "EurActiv.com – EU Policy News and Links Dossiers": News and links for Europe.
www.euractiv.com/
- "European Investment Bank": The home page of the European Investment Bank provides economic information focused on Europe.
www.eib.org
- "Foreign and Commonwealth Office of the UK": The branch of the United Kingdom's government dealing with foreign affairs. Their homepage provides information on current international issues from the United Kingdom's perspectives but might also be of use to other delegates.
www.fco.gov.uk

Iran
- "IRNA: Islamic Republic News Agency": The official news agency of the Islamic Republic of Iran. To access an English version of the website, select the "English" link from the tool bar on the upper portion of the webpage.
www.irna.ir/
- "NTI Country Overviews: Iran: Profile": The Nuclear Threat Initiative is a private charity that publishes information on issues related to weapons of mass destruction. This is its page for Iran.
www.nti.org/e_research/profiles/Iran/index.html
- "Pars Times": *Pars Times* provides news and Internet resources related to Iran. The site is written and managed by an individual rather than an established newspaper.
www.parstimes.com/index.html
- "Political Resources on the Net – Iran 1:3": This site provides links to Iranian political parties. Other links provides similar pages for the Iranian government and media.
www.politicalresources.net/iran.htm

Iraq
- "BBC NEWS| In Depth| Conflict with Iraq": The British Broadcasting Company's collection of daily news articles on Iraq.
news.bbc.co.uk/2/hi/in_depth/middle_east/2002/conflict_with_iraq/default.stm
- "Iraq for you": This page advertises itself as the "first Iraqi independent, cultural and social network since 1997." It might not be as reliable as other sources but may be more reflective of public opinion inside and outside of Iraq.
www.iraq4u.com/
- "National Geographic: Iraq Maps, News, Pictures": *National Geographic*'s website provides detailed background information about Iraq and the Middle East meant especially for educators.
www.nationalgeographic.com/iraq/
- "U.S. Embassy Baghdad, Iraq": This is the official site of the American embassy in Iraq, which will provide information on America's policy toward, and view of, Iraq.
iraq.usembassy.gov/

Israel and Palestine

- "Foundation for Middle East Peace": Nonprofit information source on the Israeli-Palestinian conflict.
www.fmep.org
- "Israel/Palestine Relations and the Middle East Peace Process": This page, hosted by Columbia University, consists of Israel and Palestine related links.
www.columbia.edu/cu/lweb/indiv/mideast/cuvlm/peace.html
- "Israeli Information Center for Human Rights in the Occupied Territories": This Israeli based group provides valuable information on the human rights in Palestinian territory that is useful to all delegates dealing with the Palestinian situation.
www.btselem.org
- "MidEast Web – Middle East Conflict (Palestinian-Israeli Conflict": This website advertises itself as "balanced" and provides numerous articles on Israel and Palestine worth browsing.
www.mideastweb.org/
- "NPR: The Mideast: A Century of Conflict": This page provides resources related to a long series about the Middle East hosted by National Public Radio.
www.npr.org/news/specials/mideast/history/

Middle East

- "Al-Ahram Weekly": An independent Egyptian weekly newspaper available online.
weekly.ahram.org.eg/
- "Arab Net": Collection of news articles from sources in the Middle East.
www.arab.net
- "Arabic News": Daily, English-language news source.
www.arabicnews.com
- "English Home Page – Al-Jazeera": The English language home page of Al-Jazeera, a highly successful Arab news source.
english.aljazeera.net
- "Kerkuk Kurdristane": An online source for Kurdish news (English version available on website's top menu bar).
www.kerkuk-kurdistan.com/
- "Middle East Institute": Prestigious think-tank and non-governmental group that focuses on the Middle East.
www.mideasti.org
- "Middle East Research and Information Project": A useful source of information on the Middle East that represents a variety of perspectives.
www.merip.org
- "Middle East Times": Weekly news coverage of the Middle East.
www.metimes.com
- "Special Dispatch: The Middle East Media Research Institute": Provides free translations of Middle Eastern news sources.
www.memri.org/sd.html
- "Washington Institute of Near East Policy":
www.washingtoninstitute.org
- "Washington Report on Middle East Affairs": An American news magazine on the Middle East.
www.wrmea.com

North Korea

- "News from Korean Central News Agency of DPRK": The official news agency of North Korea, or the D.P.R.K., provides one way to see the world from the perspective of Kim Jung-Il and his regime.
kcna.co.jp/index-e.htm
- "North Korea and Nuclear Weapons: The Declassified U.S. Record: This page from the George Washington University's National Security Archive provides extensive background information on North Korea's nuclear program and American policy toward North Korea.

www2.gwu.edu/~nsarchiv/NSAEBB/NSAEBB87/
- "NTI: Country Overviews: North Korea: Profile": The Nuclear Threat Initiative is a private charity that publishes information on issues related to weapons of mass destruction. This is its page for North Korea.

www.nti.org/e_research/profiles/NK/index.html
- "washingtonpost.com: North Korea": The Washington Post's collection of daily news articles related to North Korea.

www.washingtonpost.com/wp-dyn/world/asia/eastasia/northkorea/

Russia and Commonwealth of Independent States
- "Institute for the Studies of Conflict, Ideology and Policy": The home page of a research team associated with Boston University that specializes in the former Soviet Union.

www.bu.edu/iscip
- "Reuters AlertNet – Chechnya": Collection of news articles on the situation in Chechnya and related issues.

http://www.alertnet.org/thenews/emergency/152584.htm
- "Statistics of the CIS": Source of detailed, official statistics on the Commonwealth of Independent States.

www.cisstat.com

OTHER NEWS SOURCES

All of these news sources provide at least some material free of charge on line. The nationality or origin of the news source is listed in parentheses.
- ABYZ Newslinks (Links only): www.abyznewslinks.com/
- British Broadcasting Corporation (British): news.bbc.co.uk/
- *The Economist* (British): www.economist.com
- *Far Eastern Economic Review* (Hong Kong): www.feer.com/
- *Financial Times* (British): www.ft.com
- *Foreign Affairs* (American): www.foreignaffairs.org/
- *Foreign Policy* (American): www.foreignpolicy.com/
- Google News (Links only): news.google.com/
- *The Guardian* (British): www.guardian.co.uk/
- *Independent Media Center* (International): www.indymedia.org
- *International Herald Tribune* (International): www.iht.com
- *Le Monde Diplomatique* (French): www.monde-diplomatique.fr/en
- MSNBC and Newsweek (American): www.msnbc.msn.com/
- National Public Radio (American): www.npr.org
- NewsVoyager.Com (Links only): www.newspaperlinks.com/voyager.cfm
- *New York Times* (American): www.nytimes.com – New York Times
- Radio Free Europe/Radio Liberty (American): www.rferl.org
Time (American): www.time.com
- *Times Online* (British): www.timesonline.co.uk/
- *UN Chronicle* (United Nations): www.un.org/Pubs/chronicle/
- UN News Centre (United Nations): www.un.org/News/
- *US News and World Report* (American): www.usnews.com
- *Washington Post* (American): www.washingtonpost.com
- *World Press Review* (International): www.worldpress.org/
- Yahoo Directory (Links only): dir.yahoo.com/News_and_Media/By_Region/Countries/

UNITED NATION SYSTEM AND OTHER INTER-GOVERNMENTAL ORGANIZATIONS SITES

- Cases brought before the International Court of Justice:
www.lawschool.cornell.edu/library/cijwww/icjwww/idecisions.htm
- Conventional Arms Branch of the UN Department of Disarmament Affairs:
disarmament2.un.org/cab/
- Economic and Social Council: Non-governmental Organizations:
www.un.org/esa/coordination/ngo
- E-Mine : The Electronic Mine Information Network
www.mineaction.org
- Food and Agricultural Organization:
www.fao.org
- G8 Information Centre:
www.g7.utoronto.ca
- International Atomic Energy Agency:
www.iaea.org
- International Court of Justice:
www.lawschool.cornell.edu/library/cijwww/icjwww/icj002.htm
- International Criminal Court:
www.icc-cpi.int
- International Fund for Agricultural Development:
www.ifad.org
- International Fund for Agricultural Development:
www.ilo.org
- International Monetary Fund:
www.imf.org
- International Organization for Migration:
www.iom.int
- Joint UN Programme on HIV/AIDS:
www.unaids.org
- Non-governmental Global Network:
www.ngo.org
- Oceans and Law of the Sea: Division for Ocean Affairs and the Law of the Sea:
www.un.org/Depts/los/index.htm
- Office of the High Commissioner for Human Rights:
www.unhchr.ch
- Organization for Economic Co-operation and Development:
www.oecd.org
- Organization of Petroleum Exporting Countries:
www.opec.org
- Summaries of International Court of Justice Judgments, Opinions, and Orders:
www.un.org/law/icjsum/indexw.htm
- UN Actions Against Terrorism:
www.un.org/terrorism/
- UN Bibliographic Information System:
unbisnet.un.org/
- UN Children's Fund:
www.unicef.org
- UN Commission for Social Development:
www.un.org/esa/sovdec
- UN Commission on International Trade Law:
www.uncitral.org/en-index.htm
- UN Commission on Population and Development:
www.un.orga/esa/population

- UN Commission on Sustainable Development:
www.un.org/esa/sustdev
- UN Commission on the Status of Women:
www.un.org/womenwatch
- UN Committee on NGOs:
www.un.org/esa/coordination/ngo/committee.htm
- UN Conference on Disarmament:
www.unog.ch/disarm/dconf.htm
- UN Conference on Trade and Development:
www.unctad.org
- UN Department for Disarmament Affairs:
http://disarmament.un.org/
- UN Department of Public Information on NGO Section:
www.un.org/dpi/ngosection/index.html
- UN Development Fund for Women:
www.unifem.org
- UN Development Programme:
www.undp.org
- UN Division for the Advancement of Women:
www.un.org/womenwatch/daw
- UN Documentation Center:
http://www.un.org/documents/
- UN Economic and Social Commission for Asia and the Pacific:
www.unescap.org
- UN Economic and Social Commission for Western Asia:
www.escwa.org.lb
- UN Economic and Social Council:
www.un.org/esa/coordination/ecosoc
- UN Economic Commission for Africa:
www.uneca.org
- UN Economic Commission for Europe:
www.unece.org
- UN Economic Commission for Latin American and the Caribbean:
www.eclacpos.org
- UN Educational, Scientific and Cultural Organization:
www.unesco.org
- UN Environment Programme:
www.unep.org
- UN General Assembly Disarmament Resolutions:
disarmament.un.org:8080/vote.nsf
- UN General Assembly Resolutions:
www.un.org/documents/resga.htm
- UN High Commissioner on Refugees:
www.unhcr.ch/cgi-bin/texis/vtx/home
- UN Industrial Development Programme:
www.unido.org
- UN Institute for Disarmament Research:
www.unog.ch/UNIDIR
- UN International Law Commission:
www.un.org/law/ilc/index.htm
- UN International Training Institute for the Advancement of Women:
www.un-instraw.org
- UN Main Bodies:
www.un.org/aboutun/mainbodies.htm

- UN Organization for Drug Control:
www.unodc.org
- UN Population Division:
www.un.org/esa/population/unpop.htm
- UN Population Information Network:
www.un.org/popin/
- UN Press Releases Archive:
www0.un.org/News/Press/archives.htm
- UN Press Releases:
www.un.org/News/Press/
- UN Scholar's Workstation at Yale University:
www.library.yale.edu/un
- UN Security Council Resolutions:
www.un.org/documents/resga.htm
- UN Special Committee on Peacekeeping Operations:
www.un.org/Depts/dpko
- UN Statistics Division:
unstats.un.org/unsd/
- UN System links from the UN Office on Drugs and Crimes:
www.unodc.org/unodc/unlinks.html
- United Nations:
www.un.org
- World Bank Group:
www.worldbank.org/
- World Food Programme:
www.wfp.org
- World Health Organization:
www.who.int
- World Intellectual Property Organization:
www.wipo.int
- World Trade Organization:
www.wto.org

OTHER USEFUL WEBSITES

- "AMUN – Resources for Faculty Advisors and MUN Student Leaders": Model UN resources for faculty and student from the American Model UN.
www.amun.org/amun_resource.html
- "Briefing Papers for Students": Briefing papers on international topics designed for students and published by the UN.
www0.un.org/cyberschoolbus/briefing/index.asp
- "Brookings Institute Foreign Policy Studies Home Page": Resources on foreign policy from the prestigious Brookings Institution.
www.brook.edu/dybdocroot/fp/fp_hp.htm
- "California Model United Nations": Home page of a Model UN organization that includes information on writing resolutions and establishing a Model UN organization as well as links to other electronic resources.
www.paxmun.org/calmun/index.html
- "Carnegie Council on Ethics in International Affairs": Home page of a prestigious and influential organization focusing on international relations.
www.cceia.org
- "Council on Foreign Relations": Home page of a prestigious and influential international relations organization that publishes the important *Foreign Affairs* journal and provides other information online.
www.cfr.org

- "ElectionGuide.org": Online information on election dates, information, and results.
www.electionguide.org
- "Electionworld.org – Elections Around the World": Online resource providing information on political parties and elections around the world.
electionworld.org/
- "Foreign Policy in Focus": A think-thank focusing on American foreign policy.
www.foreignpolicy-infocus.org
- "FSU World Affairs Program": The home page for Florida State University's World Affairs Program has delegate resources, including information on position papers and conference preparation.
www.fsuwap.org/
- "Global Policy Forum": This is an excellent reference tool that provides news articles, documents, and other references on a variety of international issues.
www.globalpolicy.org/
- "ICC Monitor": Online news source about the International Criminal Court with archived editions available.
www.iccnow.org/html/monitor.htm
- "Intelligence Online Project": Online information on international relations focusing on economic issues.
www.icg.org
- "International Relations and Security Network": A Swiss organization that provides news and resources on international relations and security issues.
www.isn.ethz.ch
- "OnTheIssues": Provides briefings focused on American foreign and domestic policy.
www.policy.com
- "Perry-Castaneda Library Map Collection – UT Library Online": This is an extensive collection of free, high-quality maps posted online by the University of Texas Libraries.
www.lib.utexas.edu/maps/
- "Political Resources on the Net": Comprehensive listing of electronic political resources.
www.politicalresources.net
- "RAND Publications": Publications from an influential American think-tank.
www.rand.org/PUBS/index.html
- "The World Policy Institute": Home page for the prestigious World Policy Institute and the *World Policy Journal.*
www.worldpolicy.org/
- "UN Association of the USA": A non-profit organization that promotes American involvement in the UN and Model UN and publishes online and print resources for delegates and sponsors.
www.unausa.org
- "UN CyberSchoolsBus": Home page for this UN website, which is designed for students and Model UN delegates.
www.un.org/Pubs/CyberSchoolBus/index.asp
- "US National Security Archive": Declassified American government documents are available online at this website.
www.gwu.edu/~nsarchiv
- "World Bank Group Data and Statistics": Statistics from the World Bank Group.
worldbank.org/data

PRINT RESOURCES

The Economist (British weekly news magazine.)

Foreign Affairs. (American bimonthly journal.)

Foreign Policy. (American bimonthly magazine.)

A Global Agenda: Issues Before the 57th General Assembly of the United Nations. Diana Ayton-Shenker, ed. Lanham: Rowman and Littlefield Publishers, Inc. 2002. (Annual publication from the United States Association of the United States of America.)

A Global Agenda: Issues Before the 58th General Assembly of the United Nations. Angela Drakulich, ed. New York: United Nations Association of the United States of America. 2003. (Annual publication from the United States Association of the United States of America.)

A Global Agenda: Issues Before the 59th General Assembly of the United Nations. Angela Drakulich, ed. New York: United Nations Association of the United States of America. 2004. (Annual publication from the United States Association of the United States of America.)

A Guide to Delegate Preparation. Veronica Wayner, ed. New York: United Nations Association of the United States of America. 2002. (Publication from the United States Association of the United States of America.)

The New York Times. (American daily newspaper.)

The Oxford Companion to Politics of the World. 2nd edition. Joel Krieger, ed. New York: Oxford University Press. 2001. (Reference book.)

Talking Peace: A Vision for the Next Generation. Jimmy Carter. Puffin Books. 1995. (Former President Carter's dated but well written guide to international issues.)

U.N. Chronicle. (UN quarterly magazine.)

The Washington Post. (American daily newspaper.)

Worksheets for Delegates

These worksheets provide step-by-step instructions on using government and other websites to research a country and topic, brainstorming before committee, and evaluating a conference. Feel free to reproduce these worksheets as they are presented here or use their content in preparing your delegates for conference.

Name _____   Date _____

Researching a Country

Please answer the following using the websites located in the question or other resources given to you by your teacher.

Using an official government website.

1. Go to the website http://www.un.int/index-en/webs.html. Using the scroll down menus, go to the website for your government's permanent mission to the United Nations. What is the website's address?_____
2. After looking for the English version language of the website if necessary, see if any links provide a greeting from one of your country's leaders or the text of a speech given to the United Nations or another international organization. If you can find such a greeting or speech, read it and write the website's address and at least one main idea from the speech. Website address: _____
_____
_____
_____
_____

Using other web sites to research your country.

1. Go to http://news.bbc.co.uk/. In the box with "Search" next to it (in the upper right hand corner of the page), type in the name of your country. Look for any news articles from 2004 or 2005. Read the most recent article and write the article's title and date and a one or two sentence summary.
Name of article: _____   Date: _____
_____
_____
_____
_____
_____
_____

2. Again, go to http://news.bbc.co.uk/. Using the same search box, type in the name of your country. See if you can find a timeline of your country's history. If you can find a timeline, read it and write the website's address and what you think are the two or three most important events in your country's history. Website's address: _____
_____
_____
_____
_____
_____
_____

Name _____   Date _____

Researching a Topic

1. Look at your topic and choose the two or three words that you think are the most important. What words did you choose? _____

2. Go to http://news.bbc.co.uk/. In the box with "Search" next to it (in the upper right hand corner of the page), type in those two or three words. See what news stories you can find and read the most recent news story or timeline. Write down the article's title and date and two or three main ideas from the article.
    Title of article: _____ Date: _____
    _____
    _____
    _____
    _____
    _____
    _____

3. Go back to http://news.bbc.co.uk/ and repeat your search. Read one more article and write down two or three main ideas from it. This time, also write down any one statistic you see in the article (ask your teacher for help if you cannot find a statistic).
    Title of article: _____ Date: _____
    _____
    _____
    _____
    _____
    _____
    _____

4. Thinking about what you just read, what is in real-world problem related to your committee's topic?
    _____
    _____

5. Did you find any information about what has been done in the past to solve this problem? What has been done in the past to solve this problem?
    _____
    _____
    _____
    _____
    _____

6. What would you suggest that the committee do to solve this problem now?
    _____
    _____
    _____
    _____
    _____

Name _____   Date _____

Pre-Conference Brainstorming

Thinking about the research you have done about your country and your committee topic, jot down your thoughts to fill in the graphic organizer.

```
                          ┌─────────────────┐
                          │ _____      │
                          │ Committee Topic  │
                          └────────┬─────────┘
        ┌──────────────────────────┼──────────────────────────┐
┌───────────────┐      ┌───────────────────┐      ┌───────────────────┐
│ What do I know │      │  What has been    │      │  What should the  │
│ about this     │      │  done about this  │      │  committee do     │
│ topic?         │      │  topic in the     │      │  about this       │
│                │      │  past?            │      │  problem?         │
└───────┬────────┘      └─────────┬─────────┘      └─────────┬─────────┘
┌───────────────┐      ┌───────────────────┐
│ 1.            │      │                   │
└───────────────┘      │                   │      ┌───────────────────┐
                       │                   │      │ 1.                │
                       │                   │      └───────────────────┘
┌───────────────┐      │                   │      ┌───────────────────┐
│ 2.            │      │                   │      │ 2.                │
└───────────────┘      │                   │      └───────────────────┘
┌───────────────┐      │                   │      ┌───────────────────┐
│ 3.            │      │                   │      │ 3.                │
└───────────────┘      └─────────┬─────────┘      └───────────────────┘
                          ┌───────────────┐
                          │ _____   │
                          │ My government │
                          └───────┬───────┘
        ┌──────────────────────────┼──────────────────────────┐
┌───────────────┐      ┌───────────────────┐      ┌───────────────────┐
│ Which countries│     │  What are my      │      │  With what        │
│ are my allies? │     │  government's     │      │  countries should I│
│                │     │  goals?           │      │  work?            │
└───────┬────────┘     └─────────┬─────────┘      └─────────┬─────────┘
┌───────────────┐      ┌───────────────────┐      ┌───────────────────┐
│               │      │                   │      │                   │
│               │      │                   │      │                   │
└───────────────┘      └───────────────────┘      └───────────────────┘
```

Name _____   Date _____

Researching International Organizations

Following directions, research the United Nations and international organizations to learn more about them and how they work.

1. Go to http://www.un.org/cyberschoolbus/unintro/unintro.asp. Read this page and then scroll down the bottom of the screen. You should see the numbers 1 – 6 and the word "Next." Each page gives you information about the United Nations. Below, write the most important or interesting fact from each page. (To access the next page when you are done reading the first, select "Next.")
   _____
   _____
   _____
   _____
   _____
   _____

2. Go to http://www.un.org/partners/civil_society/agenda.htm. Select the issue that seems most closely related to one of your committee topics. Choosing one of the links from the website that you should be looking at, find the name of an international organization that deals with your topic. What is its name?
   _____
   _____

3. Using that organization's website, try to find a link with a title like "About Us" or "Purpose" or "Frequently Asked Questions." Try to find a description of what the organization does. Write down the organization's website's address and a summary of the organization's purpose and activities.
   _____
   _____

4. Go back to http://www.un.org/partners/civil_society/agenda.htm and follow the steps above to return to the same organization's website. Using that website, can you find any links that would provide news or other information about your committee topic? If you do, find a link to one article about your topic.
   Website address of article: _____
   Title: _____ Date: _____

5. Read or skim the article and find the two or three most important ideas in it. What are those ideas?
   _____
   _____
   _____
   _____
   _____

Name _____   Date _____

MUN Reflection: Learning from a Conference

Now that you're a Model UN veteran, think about what you did at the conference. Answer the following questions on separate paper or discuss them in a group.

1. In what committee were you?

2. What country did you represent?

3. What did you discuss in committee?

4. What ideas did you share with the committee?

5. If you could go back through the conference again, what would you say differently? How would you say it now?

6. If you could go back through the conference again, would you act differently during caucusing? How would you act differently, and how would this change what the committee did?

7. Thinking as yourself and not as a representative of a country, do you think any of the problems you talked about in committee are important? What topics were important, and why were they important?

8. What do you think delegates and governments should do about the topics you discussed?

9. If you could speak with an actual delegate from the United Nations, what would you tell him or her about the topics you discussed or researched?

10. What did you learn that you would like to know more about or can use in another class or subject?